KESSER TORAH COLLEGE promotes a family atmosphere. Our dedicated faculties liaise regularly to follow students’ academic and social progress. Teachers keep in close contact with parents to allow for open communication and feedback.
Welcome to the School
By Rabbi Dr. N. Glogauer

One of the outstanding features of our school is our ability to seamlessly integrate Jewish Studies with the General Studies curriculum. The focus of our educational approach is to develop the minds and the hearts of the students into productive and accomplished individuals – leaders in their own right. More than this, at Kesser Torah College we place a prime value on the dynamic of learning and teaching because it is a fundamental Torah principle. By fostering individuality and providing opportunities for self-expression, we engender a love of learning that resonates and endures beyond the classroom. The results speak for themselves.

Our pupils’ academic achievements reflect this personalised attention, with Higher School Certificate results consistently above the State average.

Kesser Torah College promotes a family atmosphere. Our dedicated faculties liaise regularly to follow students’ academic and social progress. Teachers keep in close contact with parents to allow for open communication and feedback. Students with particular strengths have extension opportunities while others have intensive help in areas where the need for support is identified.

The warm community feeling at Kesser Torah College is consolidated with a variety of extra-curricular initiatives and informal learning sessions designed to motivate student connectivity and reinforce a positive sense of identity. Camps, excursions, athletics carnivals, swimming carnivals, inter-school sport and Shabbatons for all classes are held throughout the year. These strategic programs expose students to a broad range of experiences outside of the classroom and generate the unique KTC spirit that has become the trademark of our school.

Parental support and involvement is an essential part of making Kesser Torah College a receptive community. Participation in our morning or afternoon school minyan, as well as many other student-led activities, is just a small way parents are impacting our vibrant and diverse KTC learning environment. In this spirit, we forge a partnership to develop the potential of each student.

On behalf of our entire faculty at Kesser Torah College, I personally look forward to welcoming you to our Boys’ High School next year.

Rabbi Dr. N. Glogauer
Principal
...a love for their heritage and a desire to make this connection...
The main topics in our Halacha curriculum focus on Jewish values and the day-to-day issues.

Rabbi Y. Chaiton
Jewish Studies Coordinator

The aim of the Jewish Studies department is to instill in our students a love for their heritage and a desire to make this connection intrinsically personal. To achieve this we equip our students with the tools to become independent learners and empower them to translate their learning into a life epitomised by positive contribution.

The Jewish Studies program in the Boys’ High School is streamed vertically allowing each student to be challenged at their own personal level while providing the best opportunities to achieve success in their studies. We have developed a unique topical approach for Gemora learning, where students learn different topics regularly and integrate Chumash and Halacha with their regular Gemora learning. In the advanced Gemora class, students prepare the text and commentaries in traditional Chavrusa style before examining the assigned piece as a whole class, together with the teacher.

In Chumash and Tanach the aim is to acquire the skills of studying the text along with Rashi and other in-depth commentaries. The students become familiar with the content as well as the storyline and timeless messages. Strong emphasis is placed on building Hebrew language skills. The Neviim component of Tanach is studied in Years 9 & 10.

The main topics in our Halacha curriculum focus on Jewish values and the day-to-day issues that we face in the process of living according to Jewish Law. Jewish philosophy is also incorporated into the open discussion format to give a well-rounded knowledge of the facts and laws as well as deeper insight into their meaning.

Chassidus is taught in Years 9 & 10. In addition, Year 9 & 10 students are able to choose Jewish Studies as an extra elective.

Our BHS has a strong emphasis on informal education. Shabbatons, after-school learning programs and special get-togethers ahead of special Jewish dates, create opportunities for our boys to grow as a unit while simultaneously fostering their individuality.
Your son will enjoy the opportunity to learn at the Kesser Torah High School. He will be challenged, both in and outside the classroom, to perform at his best. He will gain a sense of accomplishment in his work and a deep sense of pride in his Jewish identity. From this unique platform he will contribute to his community and society at large in the most positive way.

The NSW Board of Studies mandates the General Studies scholastic program from Years 7-12, preparing students for the external School Certificate and Higher School Certificate exams at the end of Years 10 and 12. Each subject focuses on developing the students’ knowledge and skills. Undoubtedly, the Jewish studies subjects undertaken by the students complement and reinforce these skills.

The school allows students to choose from a range of subjects for their Higher School Certificate studies. While English and our Board Endorsed Religion Course (Chumash) are compulsory, pupils have undertaken a wide range of subjects including Business Studies, Chemistry, Legal Studies, Economics, Ancient History, Modern History, Biology, Physics, Visual Arts, Classical Hebrew, Modern Hebrew, Food Technology, Hospitality and Mathematics. A number of these subjects can be studied at Extension levels depending on student interest. Kesser Torah College High School recognises the need to develop the whole student. A wide range of internal and interschool competitions are an integral part of the school’s program. A number of academic and sport competitions are held regularly within the school. Extracurricular activities provide the pupils with an outlet for their interests and ability while encouraging sportsmanship and teamwork. The students participate in excursions and visits throughout the year, each based on a particular theme, to enhance the students’ development.
The K–10 Curriculum
NSW Board of Studies

This syllabus has been developed within parameters set by the NSW Board of Studies in its K–10 Curriculum Framework. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning and facilitate transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the skills, knowledge and understanding, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand and apply a variety of analytical and creative techniques to solve problems
- understand, develop and communicate ideas
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the skills, knowledge and understanding to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

“The framework also provides a set of broad learning outcomes...”
College Staff
Should you wish to speak with staff

PRINCIPAL
Rabbi Dr. N. Glogauer
Head of General Studies
Mrs. G. Shteyman
Head of Jewish Studies
Rabbi Y. Chaiton
Student Welfare
Mrs. L. Srage | Mr. D. Cohen
School Counsellor
Mrs. N. Kaplan | Mrs. B. Gold
High School Secretary
Ms. L. Logan
Jewish Studies Staff
Rabbi Y. Chaiton | Rabbi Dr. N. Glogauer
Rabbi Y. Spielman | M. Rabbi Sacher
English/Humanities Staff - Mrs. G Shteyman (Head of Faculty, Humanities)
Ms. S. Rutter | Mrs. L. Srage | Ms. K. Shuey
Ms. A. Westbrook
Maths Staff
Mr. G. Wagner (Head of Faculty, Mathematics) | Mrs. G. Bachman | Rabbi Dr. N. Glogauer / Mr. M. Needleman
Science Staff
Mr. L. Okati | Ms. L. Mills

Art/Design & Technology
Mrs. A. Evans
(Head of Faculty, Creative Arts)
Food Technology & Music
Mrs. S. Borer / Mr. J. Mallit
PD/PE/Health/Sport
Mr. D. Cohen
Should you wish to speak with staff to discuss your student’s progress, in any respect please contact the appropriate member of staff as set out below on 9301 1111.

General Studies - Academic
Mrs. G. Shteyman
Jewish Studies – Academic
Rabbi Y. Chaiton
Student Welfare
Mrs. L. Srage | Mr. D. Cohen

“...contact the appropriate member of staff as set out below on 9301 1111.”
**Pattern of Study**

**Jewish Studies**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PERIODS / WEEK</th>
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<tbody>
<tr>
<td>GEMORA SUGYA</td>
<td>10</td>
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<tr>
<td>DINIM</td>
<td>2</td>
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<tr>
<td>CHUMASH/PARSHA</td>
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Students will study three basic components:
- Gemora
- Chumash/Parsha
- Dinim/Halacha

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**Gemorra (Sugya Program)**

In Gemora pupils learn many different sugyos (topics) throughout the year. A sugya looks at a theme or mitzvah from the Torah and follows its development into Mishna. This framework provides a full context of understanding in the development of Oral Law being derived from the Written Torah Law.

The class involves discussions and critical analysis enabling the students to fully understand the law and its parameters (the Gemora), and its progression into the Code of Jewish Law. This broadens the boys’ general Jewish knowledge and provides them with the appropriate skills to learn Gemora independently.

Throughout Year 7, the students will learn the skills required to analyse and understand the text. At the end of the year, students should be able to read, translate, understand the Gemora and its structure and become familiar with many of the seforim upon which our mesora (tradition) is based - starting from the Chumash and ending with the contemporary Halacha and associated commentaries. This approach includes text-based study with instruction, worksheets, assignments, chavrusa (studying with a partner) and independent research.

Some examples of the many Sugyos studied between Years 7-10 are:
- if a mitzvah can be fulfilled with an item involved in a transgression.
- various ways for courts to resolve monetary disputes and when each of these approaches is appropriate.

- scope of the prohibition to cook on Shabbos and detailed understanding.

A number of students are also studying a mesechto (section) of Gemora.

**Chumash**

Sefer Bamidbar is covered in Year 7 and Year 8. The students will be required to read from the text, translate and understand Rashi. Additional commentaries are introduced including Baal Haturim and Ibn Ezra. The content includes the exciting narratives in the Sefer, as well as character studies, moral lessons and Hashkofo.

Some topics covered are:
- The Meraglim, their journey and downfall;
- Korach’s rebellion and its implications;
- Purity and Impurity as seen through the Poro Aduamh;
- Bolok and the power to Bless; and
- Pinchas, the one who acted on his beliefs.

Parsha is covered weekly in the Chumash lesson.

**Halacha - Dinim**

This includes the study of laws and customs relating to all the Yomim Tovim and other special occasions marked on the Jewish calendar. We set out to have a thorough understanding, not only of the ‘How’ but also the ‘Why’ certain things are accepted and followed. Additional topics in this area include Tefillah, Shabbos and Kashrus. Students are encouraged to question, and at the same time show unconditional respect for all different Minhogim (customs).
The Board of Studies refers to Years 7 and 8 as Stage 4. (Stages 1, 2, 3 refer to Primary School). Years 9 and 10 are called Stage 5. The areas that are compulsory for study are called Key Learning Areas and are as follows:

- English
- Mathematics
- Science
- History
- Geography
- Languages
- Creative Arts
- Technology and Applied Studies
- Personal Development, Health and Physical Education

**Mathematics**

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. It is a significant part of the cultural heritage of many diverse societies. The symbolic nature of mathematics provides a powerful, precise and concise means of communication. It incorporates the processes of questioning, reflecting, reasoning and proof. As a powerful tool for solving familiar and unfamiliar problems both within and beyond mathematics. It is integral to scientific and technological advances in many fields of endeavor. In addition to its practical applications, it is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics ‘builds skills in computation and problem solving. It teaches students to search for patterns and relationships using acquired knowledge and skills. These skills require proficiency in six strands:

- Problem Solving
- Geometry
- Measurement
- Statistics
- Numbers
- Algebra

**English**

Students will experience a wide range of language in use so that they will develop and progress towards personal excellence in using language. Students will be expected to think conceptually about ideas and how they are represented in a wide range of texts. As such, students learn to appreciate both the aesthetic as well as technical qualities of language usage. The language modes of talking, listening, reading, writing, viewing/representing will be used in a range of contexts – short stories, novels, poetry, drama and mass media – films, television and radio, print and video. They will become competent users of all types of text.
The Board of Studies gives each student an opportunity to work on a special research project.

Science
The Science course attempts to provide students with contemporary and coherent education, so that students may better understand the natural and technological world in which they live and make a positive contribution to the decisions that shape it. The study of Science develops students’ scientific knowledge and understanding, skills and values and attitudes within broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and Earth Sciences (formerly Geology). The syllabus produces the necessary foundation for study of Senior Science disciplines in years eleven and twelve.

The Board of Studies gives each student an opportunity to work on a special research project. Students should choose investigations related to one of the topics they should be encouraged to address problems relevant to their immediate environment and use readily available materials to undertake their investigation.

The syllabus enables students to be scientifically literate. They will be able to learn and appreciate the history of Science as well as develop their understanding of future technological developments.

History
In History, students will develop an understanding of the forces which have shaped the modern world, including Australia, as well as developing skills in analysis, research, explanation and argument, empathy and interpreting sources.

Years 7 and 8 History focuses on World history, concentrating on ancient cultures, the medieval world, the discovery of the New World and the impact of these discoveries upon native peoples (including indigenous Australians).

In Years 9 and 10 History, the focus is on Twentieth Century Australian history from Federation in 1901 up until the 1980s. Students learn about changes to Australia’s population, society and government with special focus on their place as citizens of Australia and the world.

Geography
In Geography, students will develop an understanding of the forces that have shaped the terrestrial landscape. They will gain an appreciation for how cultural perspectives are determined by ecology. The students will develop skills such as gathering, organising and evaluating geographical information as well as learn about the key geographical issues, natural disasters and future challenges posed to the world. They will understand what is required to become active citizens by focusing on ways to approach these vital areas.

Years 7 and 8 Geography focuses on world geography, global environments, global change, global citizenship and geographical skills.

In Years 9 and 10 Geography, students focus on Australian geography in terms of Australia’s physical environment, changing Australian communities and Australia in its regional and global contexts.
Hebrew
Hebrew develops the ability to write and communicate in essential Modern Hebrew. Students are expected to develop an understanding of the spoken language. Students are expected to engage in simple conversation in day-to-day situations. Pupils learn to understand the deeper meaning of Tanach texts.

Creative Arts
Music
This course aims to guide pupils to an understanding of music through as wide a range of musical activities as possible. It aims to encourage improvising and composing and to participate in performance. Pupils should also understand how others have worked with sound and in order to increase the knowledge of the repertoire of music.

Visual Arts
Visual Arts provides opportunities for students to enjoy and appreciate the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts allows students to become informed about, to understand and to write about their contemporary world. Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D (painting, drawing and printing), 3D (sculptural work) and 4D forms including traditional and more contemporary forms i.e. site-specific works, installations and digital media in order to build a body of work. They learn to develop their research skills, how to approach experimentation and how to make informed personal choices and judgements. They learn how artists, including painters, sculptors, architects, designers, photographers and ceramists make artworks.

Students learn how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. They also explore how their own lives and experiences can influence their artmaking.

Students learn to develop their research skills, how to approach experimentation and to make informed personal choices and judgements.

Students use ideas, feelings and imagination to invent images, reconstruct their world and use materials expressively. Will learn to respond to their immediate environment in terms of appearance, aesthetics, feelings and advertising.

Design & Technology
In this subject, the students will develop knowledge and understanding about the importance of technology in our society. They will be involved in practical computing, activities in which they will design, make, and evaluate solutions for a variety of problems. Students have the opportunity to express their own design ideas as well as undertaking individual group projects.

Personal Development, Health And Physical Education
PDHPE covers such topics as health and nutrition and character building.
Physical Education involves students being trained in increasing competence in various sports and understanding correct techniques of safety of playing those sports. Physical Education coupled with Personal Development are aimed at developing student awareness of the place of physical activity and health in their everyday lives.
**Additional Programmes**

*Non-compulsory*

Non-compulsory optional activities, which may be held in or after school hours, will include:

- Sports
- Dance
- Music – band/Choir
- Public Speaking
- Debating
- Chess Competition
- Study skills

Some of these options may incur an extra fee.

**Extra Curricula Jewish Studies Activities**

The Boys’ High School provides a wide range of extra curricular activities for the students. These include: Shabbatons (from Friday through to Sunday afternoon), Camps and excursions, Advanced Jewish Studies classes, Night Seder, Barbecues, Melaveh Malkas and Torathons.

**Bar Mitzvah**

The school believes that a Bar Mitzvah is an important milestone in a boy’s life, and therefore parents may choose to hold their son’s first time putting on Tefillin or Bar Mitzvah Day Celebration (e.g. reciting of the maamar) at the school. Bar Mitzvahs at school are organised in the following way:

1. The school administration is notified at least one week in advance
2. Students attending the celebration are in their Gemora class no later than 20 minutes after the conclusion of the program.
3. a) The family may wish to provide refreshments (cake, soft drink and l’chayim - non-alcoholic only).
   b) All refreshments must be acceptable to all students.
4. The family cleans up after any seudah (meal).

On the day of the Bar Mitzvah:

1. We would allow the Bar Mitzvah boy to go home early with prior arrangement.
2. All students in the class may participate in any part of the Bar Mitzvah outside the school hours.
The Usual School Day
By Rabbi Dr. N. Glogauer

The school day begins with students arriving at school before 8.20 am. We are open at 8.00am. The day begins with Student Advisor Group time at 8:20 am, then davening from 8.30am to 9.00 am. Lesson 1 begins at 9.00 am. Periods are 40 minutes long and there are 3 periods before recess, 3 periods before lunch and then 3 periods before the final bell rings at 4pm (Mon-Thurs) and 1 period before final bell rings at 2:40 pm (Friday). Erev Yom Tov and fast days finish early throughout the year.

Davening
The Kesser Torah College commences its day with the mitzvah of Davening.

It is a source of pride that students at Kesser Torah College participate and noticeably concentrate while they daven. Our students develop a knowledge and understanding of the tefilah text over the years which imbues their personal connection with meaning.

Davening each morning creates the right atmosphere with which to start the school day.

Homework
High School students will have ten or more different teachers. They will develop organisational skills to keep track of their homework. We expect girls to keep their own diary with the homework for each day entered in neatly. Parents should sign the diary to show that it has been completed. If, for any reason, a student is genuinely unable to do her homework, she is required to bring a note from her parents.

Although the amount of homework will vary between subjects and each night, it is expected that students will have either homework to complete or revision each school night and Sundays.

Excursions and Sport Competitions
Excursions and competitive sport are an important part of a student’s education. The High School provides excursions and sporting opportunities for all its years to enhance their learning experience.

Excursions and sport events follow the guidelines below:

- All excursions require a permission note signed by a parent and the approval of the Principal.
- An appropriate level of supervision, varying according to the nature of the event, must be assigned. This supervision must include: A Jewish religious adult and a first-aid trained teacher.
- In cases of long excursions a hand washing vessel, benchers, prayer books etc. are be taken.
- The students and staff attending must bear in mind that the group is representing the school in the wider community. All effort must be made for a “kiddush Hashem” to be realised.
- Students must be attired tidily. Where appropriate, full school uniform must be worn.
- At sporting events students must play to the rules of the game and obey discipline codes. All students must display good sportsmanship both on and off the field.
Kosher Food

All students respect the kosher dietary laws while at the school or at school functions. Students may bring only kosher food onto the campus. No meat or meat products are allowed to school.

Communication

Newsletters are sent out regularly on a fortnightly basis so that parents as well as pupils are kept in touch with what is happening in the school. The newsletter includes recent events and achievements as well as upcoming dates and events.

A calendar of all dates and events for the school is issued at the end of the previous year. This allows parents to plan around meeting and functions held by the school. The school strives to coordinate its calendar with Kesser Torah College and the community to minimize clashes.

Emails and notes in School Diaries are widely used by the administration and staff to quickly and effectively communicate with parents. Staff send information to parents regarding homework and assignments as well as any other concerning issues regarding their daughter. Parents are encouraged to use email, or the School Diary to ask any questions or discuss matters with the school. This has proven to be a very effective method of communication in immediately dealing with any issues that arise.

The Directors together with all teaching staff are always available to discuss your daughter’s progress. They can be contacted by telephone on 9301 1111. Twice a year there are Parent/Teacher evenings where all staff are available to discuss your daughter’s progress.

Computer Network

The school maintains a computer network including a high-speed Internet connection. Each student is provided with a home folder, access to the applications in Microsoft Office XP and additional resources. The computers are only used for school related work under the supervision of a teacher. Students who misuse the computer network have their access suspended for a suitable period of time.

Students Internet access is monitored by the class teacher and IT Manager. Students only go to those sites needed for schoolwork. Access to the Internet will be suspended to students who misuse this access. The sites visited by each individual student are closely monitored.
The wearing of the school uniform is compulsory and is enforced.

Uniform

Unforms must be worn

All students must wear full school uniform at School, travelling to and from the School on public transport, and at other times as directed by the School. Uniform may vary from season to season and changes to the uniform may be made at the School’s discretion. Uniforms must be worn in good order and condition.

• Boys (Year 3 – 12) must wear the school tie at all times.
• The only form of jewellery permitted for boys is a watch.
• Proper decorum, behaviour and appearance must be maintained by students at all times when in uniform. Particular care must be taken by students when travelling to and from the School and when in public places. Students must be aware that they represent not only their family but also the School and the College community.
Throughout the year the boys will be working hard towards achieving their best for these exams. The report cards will be sent home in mid-year and at the end of the year and will show examination performance, classwork marks and a comment by each subject teacher and a general comment by the Student Advisor. Twice a year there are Parent/Teacher evenings where all staff are available to discuss your daughter’s progress. Staff are also available throughout the year to discuss any areas of concern with parents where needed.

“There will be two major exams in the year for all subjects - a half yearly exam and an exam at the end of the year. Throughout the year the boys will be working hard towards achieving their best for these exams. The report cards will be sent home in mid-year and at the end of the year and will show examination performance, classwork marks and a comment by each subject teacher and a general comment by the Student Advisor. Twice a year there are Parent/Teacher evenings where all staff are available to discuss your daughter’s progress. Staff are also available throughout the year to discuss any areas of concern with parents where needed.”
Welfare Policy
Based on rewards

Our welfare policy is two-fold and based on rewards and corrective measures.

In order to implement the KTC Behaviour Management Program, please refer to the document entitled Behaviour Modification Flowchart. Bulleted numbering and lettering correlate with those set out below. This should provide a clear and comprehensive guideline to help you manage student behaviour efficiently and effectively.

1. The code of behaviour
Students’ behaviour is governed by an agreed set of values and standards. The code of behaviour must apply to all aspects of the child’s life, in all areas of the school.

A balanced policy will clarify for the student what the school expects from him/her in terms of proper behaviour and what the ramifications are for inappropriate behaviour.

The following Values apply to the KTC Learning Community, comprising our students, teachers, parents and members of the wider community. These ideals shape our actions through the understanding and respect of our school ethos and core values. It is important that as Educators we use, respect and teach the values of:

- Integrity. Being consistently honest and trustworthy
- Excellence. Striving for the highest personal achievement in all aspects of schooling and individual action, work and life-long learning.
- Respect. Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the rights of others to hold different or opposing views.
- Responsibility. Being accountable for your individual and community’s actions towards yourself, others and the environment.
- Cooperation. Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.
- Participation. Being a pro-active and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation
- Care. Concern for the well-being of yourself and others, demonstrating empathy and acting with compassion
- Fairness. Being committed to the principles of social justice, opposing prejudice, dishonesty and injustice.
- Democracy. Accepting and promoting the rights, freedoms and responsibilities of being an Australian Citizen.

For the Behaviour Management Program to work effectively, it needs to be understood by teachers, students and their parents.
2. KTC School Core Rules
Kesser Torah College produces intellectually honest critical thinkers who are positive, disciplined and creative. Our students enjoy learning and exploring new ideas. Being secure in their own identity, our students are open to learning and accepting other, diverse opinions and alternative points of view. Our College Community is a secure learning environment that pursues and encourages a vibrant and dynamic pedagogy. Our teachers are engaged in opportunities to reflect on and broaden their skills and expertise as educators. They are committed to empowering the students to be self-motivated leaders who can make a positive contribution to society.

All students at KTC are expected to:
• Attend College everyday, unless they are legally excused, be in class on time and prepared to learn.
• Maintain a neat appearance, including adhering to the College’s uniform and dress code.
• Behave safely, considerately and responsibly, including when travelling to and from the College.
• Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
• Treat one another with dignity and respect.
• Care for property belonging to themselves, the College and others.

• Adhere to IT Policy
• Follow mobile phone policy
• No mobile phones are to be used during the school day
• Ipods, computer laptops, etc. are not to be brought to school.

“Students’ behaviour is governed by an agreed set of values and standards.”
Student Advisor Groups
There are 4 groups in the Boys High School

Every morning students attend Group time in their designated groups. There are 4 groups in the Boys High School and each group consists of students across Years 7 -12.
Group time is a time when attendance is taken, notices read out and other activities like fundraising arranged.

School Fees

The Board of Management has established a fees policy; all fees must be paid in full prior to the start of each term.
Parents seeking financial assistance complete a subsidy application form that is available from the parent based Scholarship Committee. Contact details are available from the Bursar. Applications are kept strictly confidential.
THE AIM OF THE JEWISH STUDIES DEPARTMENT IS TO INSTILL IN OUR STUDENTS A LOVE FOR THEIR HERITAGE AND A DESIRE TO MAKE THIS CONNECTION INTRINSICALLY PERSONAL.
KESSER TORAH COLLEGE HIGH SCHOOL RECOGNISES THE NEED TO DEVELOP THE WHOLE STUDENT. A WIDE RANGE OF INTERNAL AND INTERSCHOOL COMPETITIONS ARE AN INTEGRAL PART OF THE SCHOOL’S PROGRAM. A NUMBER OF ACADEMIC AND SPORT COMPETITIONS ARE HELD REGULARLY WITHIN THE SCHOOL.